

STUDY GUIDE



Plot Summary

A fabulously fun, award-winning musical based on the adored movie, *Legally Blonde The Musical*, follows the transformation of Elle Woods as she tackles stereotypes and scandal in pursuit of her dreams. Action-packed and exploding with memorable songs and dynamic dances – this musical is so much fun, it should be illegal!

Elle Woods appears to have it all. Her life is turned upside down when her boyfriend Warner dumps her so he can attend Harvard Law. Determined to get him back, Elle ingeniously charms her way into the prestigious law school. While there, she struggles with peers, professors and her ex. With the support of some new friends, though, Elle quickly realizes her potential and sets out to prove herself to the world.

Before you go

1. Ask students if they have ever seen the movie *Legally Blonde* – if so, what do they remember about it? Explain that this performance is a theatrical adaptation that takes the best parts of the movie, puts them onstage using costumes, scenery, lighting, music and dance to make it an amazing live play.
2. Review critical vocabulary with the students.
3. Encourage students to pay close attention to the costumes, lighting, props, scenery, and sound (particularly the musical numbers) to see how those elements support the production.
4. Remind them that appropriate audience etiquette (listen carefully, no talking, applaud at the end, laughing if something is funny is okay but not too loudly so you don't miss any dialogue).

Florida Curriculum Standards – Grade 7

SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.	TH.68.C.1.2	Develop a character analysis to support artistic portrayal.
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.	TH.68.C.1.4	Create and present a design, production concept, or performance and defend artistic choices.
LAFS.68.RST.3.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.
LAFS.7.RL.1.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
LAFS.7.RL.3.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	DA.68.C.3.1	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	DA.68.F.2.1	Explain the roles of dance production personnel.

Florida Curriculum Standards – 9-12

SS.912.C.2.2	Evaluate the importance of political participation and civic participation.	TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	TH.912.C.2.2	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.
SS.912.C.2.8	Analyze the impact of citizen participation as a means of achieving political and social change.	VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
LAFS.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
LAFS.910.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
LAFS.K12.SL.2.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.

Academic Vocabulary	Arts Vocabulary – Questions to consider
Civic Participation Cliché Defense Evidence Justice Politics Social Change Stereotypes	<p>Adaptation – Compare this production to the movie on which it is based. What, if any, differences pleased or disappointed you and why?</p> <p>Artist -The performance industry holds numerous career opportunities. What goes into the physical and mental preparation for a career in the arts? Make a list of the employable attributes an artist brings to the table. Choose a career in the arts then research potential salaries and training requirements. With this information, build a budget (how will you pay for training vs. how much you will make – living expenses ...) and then be prepared to share your plans with your parents who may be reticent to support your choice.</p> <p>Characterization – What clues can you find in the script/story that inform the actors’ choices in the development of their character? What evidence can you cite (e.g. Elle’s non-traditional ‘essay’)? How do the various characters demonstrate their motivations (e.g. gestures, comments, body language...)</p> <p>Critique – Write a review of the performance - include specific examples of successful elements and areas that could use an upgrade. Think about music, lighting, scenery, costumes, props as well as the actors’ performances.</p> <p>Production Design – The production team includes the director, designers (lighting, sound, scenery, costumes, props), musical director, stage management, and technical director. Which of the 4 Cs (communication, collaboration, creative problem solving, critical thinking) is most important - or are they equally important? Explain your thinking.</p>

After the Show

Conflict Resolution – Consider how Elle handles conflict through creative problem solving. Identify a conflict (e.g. fighting stereotypes, chasing a goal, ...), notate the barriers and potential solutions and use this information to write a poem (monologue) or lyrics to a song.

Choose a Character - from the production and write a journal entry that reflects what happened to him/her at a single point in time. Imagine ‘what if’ the situation was different (if another character behaved differently) – what would the response be? Suggest a ‘wish for’ some other reaction.

Stage the Sequel – Based on your viewing of this production, imagine how you would bring the 2nd movie to life on stage. Make a trailer (e.g. with I-movie) that would promote your new musical interpretation.